



TEACHER ELIGIBILITY TEST: APPROACHES AND ATTITUDE OF TRAINEE TEACHERS

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ABSTRACT

This study is signifying to find out approaches and attitude concerning the Teacher Eligibility Test (TET) among trainee teachers. To conduct the study 180 trainee teachers randomly selected pursuing B.Ed. and M.Ed. in Aligarh district in the northeastern region of India participated in this study. The study being proceeded through survey design. TET scale was used to collect data from trainee-teachers. To analyse the data, statistical tools as mean, standard deviation correlation and t-test is used. It exhibited through the result of the study the trainee teachers reside in urban areas are more aware about TET than the rural resident subject. Further, the science stream background trainee teachers had more awareness about TET and on the basis of gender and area of living have significant effect on approaches of teacher eligibility test. So it is recommended that the essential resources and amenities should be provided to the trainee-teachers in the period of their training to get knowledge and awareness about Teacher Eligibility Test.

KEY WORDS: Teacher eligibility test, Approaches, Attitude, Trainee teachers.

INTRODUCTION:

Teacher Eligibility Test (TET) is now the gateway to becoming teacher for all ambitious primary and secondary school teachers in the country, after the enactment of Right to Education Act 2009. Clearly mention in their guidelines for being teacher having proper training as NCTE recommended training courses, i.e. teachers with the requisite eligibility and academic qualifications. To maintain the 'quality of teachers', central as well as state-level teacher eligibility is conducted by the concerned authority, at central level CBSE and every states department of education is the conducting authority, for conducting the test, The National Council of Teacher Education (NCTE) the pioneer body for regulating teacher education has published guidelines for conducting the TET, giving total insights regarding rationale for the test, qualification to step through the examination, the structure and syllabi for the test, the pattern of questions that would be asked and the score required to be eligible as a teacher.

To be entitled to take the CTET or some other TET directed by the states; one must have a degree or confirmation in training (B. Ed or D. Ed) or be nearly finishing a degree in the time of stepping through the examination. Teacher must take the TET inside a period of five years from where TET is first notified. This sort of a qualifying examination can facilitate to improve the excellence of teachers' right from the very first employment stage. The Central Government and many States have regularly conducted the TET. The Central Teacher Eligibility Test (CTET) is conducting by Central Board of secondary education (CBSE) from June 2011. Among other thing It is providing one of the essential qualifications for an individual to be eligible for serving as a teacher in any of the schools referred to in clause (n) of section 2 of the Right To Education Act is that he/she should pass the Teacher Eligibility Test (TET) which will be led by the proper Government as per the guidelines outlined by the NCTE.

This sort of passing test can assist with improving the nature of educators' privilege from the enrollment stage. The Central Government and numerous States have started directing the TET. The Central Teacher Eligibility Test (CTET) was led by the CBSE without precedent for June 2011. It had been entomb alia given that one of the basic capabilities for an individual to be qualified for arrangement as an instructor in any of the schools alluded to in condition (n) of area 2 of the Right To Education Act is that he/she should finish the Teacher Eligibility Assessment (TET) which will be led by the proper Government as per the guidelines outlined by the NCTE.

RATIONALE OF THE STUDY:

To improve the quality in teacher education, National Council for Educational Research and Training (NCERT) has recommended CBSE to Conduct CTET and as well to state governments to conduct the eligibility test. The main motive of Central Teaching Eligibility Test and State Teaching Eligibility Test are to ensure quality teacher education and reducing the unemployed trained teachers. together with the TET as a least qualification for an individual to be adequate for being a teacher might bring uniform standards and criteria of teacher's quality in the recruitment process throughout the nation, and show a affirmative sign to all stakeholders that the authorized body lays complete attention on teacher's excellence. This study is used to be acquainted with the approaches and attitude of the trainee teachers towards Teacher Eligibility Test. So, the researcher of has chosen the theme as "Teacher Eligibility Test: Approaches and attitude of trainee teachers".

OBJECTIVE OF THE STUDY:

- Do attitude of male and female trainee teachers differ in respect of teacher eligibility test?
- Do localities (Rural/Urban) play a significant role in attitude of trainee teachers with respect of Teacher Eligibility Test?
- Do attitude of trainee-teachers differ towards Teacher Eligibility Test as per their stream?

METHODOLOGY:

For the current study survey method found suitable, that's why data collected through questionnaire.

Sample:

The researcher applied convenient sampling technique of non-probability sampling technique and distributed 200 questionnaire and 170 collected completely filled data from (B.Ed. and M.Ed.) trainee-teachers of Aligarh district.

Tools and Techniques:

In the current study the researcher has adopted standardized tool to measure the attitude of Trainee-teachers towards teacher eligibility test, developed by Dr. Vasundhara Saxena, have 30 items and all items are approving to the variable as well as study. To check reliability of the Scale, The scale was divided into two identical parts through odd and even sequence of questions, to calculate correlation, Pearson Product Moment Method was applied. To get reliability of the half test, self-correction of entire scale was then estimated by using formula of Spearman-Brown Prophecy. The resultant correlation value was 0.726 and validity of the scale was determined on the basis of experts' opinion. To interpret data and conclusion these statistical techniques were used Mean, Standard Deviation and t-test.

DATA ANALYSIS:

The collected data was analyzed to fulfill the objective and accordingly hypotheses formulated which are as under.

Hypothesis 1: There is no significant difference among male and female trainee teachers attitude in respect of teacher eligibility test.

Table 1.

Gender	Mean	Std. Dev.	Std. Error.	'p'Value	Level of Significance
Male	94.45	12.93	1.56	.302	Insignificant at 0.05 Level
Female	96.44	8.36	.828		

Interpretation: Table 1 exhibit that the mean difference between male trainee teachers (M= 94.45, SD= 12.93) and female trainee teachers (M=96.44, SD=8.36) is insignificant ($z=0.5$, $p>0.05$, $p=.578$), demonstrating that there is no variation as per gender on trainee teachers.

Hypothesis 2: There is no significant difference in the attitude of rural and urban

area of living Trainee Teachers towards TET.

Table 2.

Area of Living	Mean	Std. Dev.	Std. Error	'p' Value	Level of Significance
Urban	96.77	7.94	.97	.578	Insignificant at 0.05 Level
Rural	95.80	9.19	1.55		

Interpretation: Table 2 shows that the mean difference between Urban trainee teachers (M= 96.77, SD= 7.94) and Rural trainee teachers (M= 95.80, SD= 9.19) is insignificant ($z=0.5$, $p>0.05$, $p=.578$), showing that area of living have no impact on attitude of trainee teachers regarding TET.

Hypothesis 3: There is no significant difference in the attitude of trainee teachers of Science and Arts Stream towards TET.

Table 3.

Stream	Mean	Std. Dev.	Std. Error	'p' Value	Level of Significance
Arts	95.45	10.06	1.11	.657	Insignificant at 0.05 Level
Science	96.17	10.93	1.16		

Interpretation: Above table shows that the mean difference between arts (M= 95.45, Std. Dev.=10.06) and science trainee teachers (M= 96.17, SD= 10.93) is insignificant ($z=0.5$, $p>0.05$, $p=.657$), exhibiting that subject stream has no significant impact in the attitude of trainee teachers towards TET.

DISCUSSION AND FINDINGS:

- The main objective of this study is to find out the attitude and approaches of trainee teachers. The data were analyzed by applying descriptive and inferential statistics. The all three hypothesis were accepted.
- The attitude of trainee-teachers towards Teacher Eligibility Test have no significant difference with respect to their Gender
- The attitude of trainee-teachers towards Teacher Eligibility Test has no significant difference with respect to their locality.
- The attitude towards teacher eligibility test has no significant difference as per the stream of trainee teachers.

CONCLUSION:

It is significant and the insistent need for expert improvement of existing teachers and soon-to-be teachers. The principal reason for this investigation was to increase a top to bottom comprehension of the approach of the trainee teachers toward TET. The discoveries of this investigation brought into light some fundamental explanations for the perspectives displayed by the understudy trainee teachers with respect to TET, was chiefly because of the significance of TET, its need and the issues looked by the trainee teachers while going to TET. Based on the findings it is recommended that, as the test is compulsory for getting teaching positions in schools, so it is required to provide all the chances, assets and offices ought to be given to the trainers during their pre-service course for their expert turn of events and to satisfy and accomplish educational objectives in classroom teaching. It is important to provide basic fitness and capacity to forthcoming teachers to address the difficulties and be well equipped for their job.

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